

TE TŪRANGA MAHI | POSITION DESCRIPTION

TITLE OF POSITION Head of School/Tumuaki Kura Dean of Business	SERVICE AREA Faculty of Business, Economics and Law	
REPORTS TO Executive Dean/Tumuaki	LAST REVIEWED October 2026	SALARY BAND Head of School Allowance plus base academic salary

KAUPAPA | PURPOSE

The Head of School is a senior academic leadership role which enables the School to achieve excellence and equity in education and research, and supports implementation of the University's strategic and operational goals.

AUT recognises and respects the importance of Te Tiriti o Waitangi (The Treaty of Waitangi) and its centrality to the mission and work of the University. Through Te Aronui, AUT's Te Tiriti *Framework*, we give life to this commitment — guiding how we lead and work in partnership with tangata whenua (Indigenous people to Aotearoa), uphold equity and inclusion, and create mana-enhancing (uplifting or strengthening of dignity, authority, and integrity) outcomes for all.

WHAKAWHANAUNGATANGA | KEY RELATIONSHIPS

External

- Government, business and the public
- Relevant professional and/or industry organisations
- Relevant funding agencies
- Relevant community partners
- Academic institutions in New Zealand and overseas
- Prospective and enrolled students and alumni

Internal

- Executive Dean, Deputy and Associate
- Executive Dean's School leadership team and staff Programme Directors
- School Manager/Coordinator
- Faculty Registrar
- Head of Finance
- HR Business Partner
- Other Heads of School
- AUT Central Divisions
- Other Faculty and University colleagues

NGĀ TAKOHANGA | KEY ACCOUNTABILITIES

RESPONSIBILITY	EXPECTED OUTCOMES
Strategic leadership Ensure that School priorities are aligned with University strategy.	▪ A clear vision and strategic direction are implemented to ensure the activities of the School enable delivery of the University strategic and operational plans. ▪ Environmental scanning and analysis of emerging trends and competitor moves underpin planning at School level. ▪ Specific objectives are developed to enable the attraction, retention and success of talented staff and a viable student cohort. ▪ Opportunities that enhance the School are identified and pursued through an active contribution to the development of marketing and engagement plans.

RESPONSIBILITY	EXPECTED OUTCOMES
	▪ The reputation and credibility of the School is proactively managed.
Operational leadership Ensure that the School operates efficiently and effectively.	▪ The School contributes to the future viability of AUT by effective and efficient management of staff, budgets and facilities. ▪ The School's operational activities are managed according to University policy, procedure and guidelines. ▪ The School's financial performance meets expected goals. ▪ Workloads are appropriately managed and allocated fairly while aiming to ensure financially viable staff: student ratios.
External Engagement	▪ Relevant external relationships are developed and maintained including with relevant community partners. ▪ Appropriate links with professional bodies are forged and accreditations and certifications gained and maintained. ▪ The School's academic programmes are promoted nationally by ensuring school representation at promotional events. ▪ There is on-going international awareness of the School, its teaching and research to support student recruitment.
Academic leadership Ensure the academic potential of staff and students is realised; and equity and excellence are achieved in academic activities.	▪ Equity and excellence are ensured in all teaching and research. ▪ The School's pedagogical practices and learning design are innovative, future orientated and inspirational. ▪ The School's courses, curriculum and teaching activities meet student demand, are high quality, support student success, and are efficiently delivered. ▪ Research capabilities and profile of the School are progressed and enhanced. ▪ The School's research is impactful and informs its teaching. ▪ Academic staff are supported to be productive and to do high-quality research, as reflected in publications, postgraduate supervision and success in obtaining external research funding. ▪ The Head of School's own academic activities, where undertaken, are exemplary.

RESPONSIBILITY	EXPECTED OUTCOMES
People Leadership Proactively incorporate the People Leader Essentials guide into all work.	▪ Performance expectations are well understood and regularly reinforced through constructive coaching, timely feedback, and recognition of achievements, with performance and behavioural issues addressed early and appropriately. ▪ Capability and confidence are built in team members through effective coaching, mentoring and development opportunities that enable high performance and career growth. ▪ A psychologically safe, collaborative, and learning-focused work environment is fostered, where diverse voices are valued and staff are empowered to engage and innovate. ▪ Active collaboration across teams, faculties and divisions enables the sharing of knowledge and expertise to strengthen relationships, enhance collective capability and contribute to AUT's overall success.
Leveraging Digital Tools Lead, promote and embed responsible use of digital tools, according to AUT policies, procedures and guidelines, to enhance decision-making, streamline processes, and improve outcomes for all.	▪ AUT's policies and guidelines are followed when using digital tools including AI, with attention to data privacy, transparency, and fairness. ▪ Digital tools including AI are applied where appropriate and in line with AUT's guidelines, to enhance the quality, efficiency, or creativity of your work. ▪ Opportunities to integrate digital tools and practices in everyday workflows are identified to improve efficiency, accuracy, or service delivery and learnings are shared. ▪ AUT expectations around ethical, safe, and effective digital tools including AI are clearly communicated in supporting the work of the team. ▪ Role-model digital curiosity and responsible experimentation with digital tools including AI, staying within AUT's ethical, legal, and operational frameworks. ▪ Team capability uplift in digital literacy and tool use is ensured through coaching, resources, or identifying training needs.
Te Aronui – AUT's Te Tiriti Framework Lead the embedding of Te Aronui, AUT's Te Tiriti Framework, by giving practical effect to Te Tiriti o Waitangi through leadership that is authentic, relational, and accountable.	▪ AUT's commitment to partnership, protection, and participation is championed in all areas of responsibility. ▪ AUT's four Tiriti Enactments are given effect – Whakaawe (enabling Māori influence), Whakaea (realising Māori aspirations),

RESPONSIBILITY	EXPECTED OUTCOMES
	Whakamana (ensuring equitable outcomes for all), and Whakanui (eliminating racism and discrimination). - Conditions are created where tangata whenua and tangata Tiriti work alongside each other for collective wellbeing and to enable equitable and mana-enhancing outcomes for all. - Te Aronui is embedded in planning, policy, recruitment, professional development, and decision-making processes. - Learning that builds cultural capability and confidence to enact Te Aronui in practice is engaged in and enabled.
AUT Values Lead in alignment with Pono (fact, truth, reality, integrity). Tika (Act accordingly, do what is needed, ethical expression) and Aroha (empathy, care, compassion, passion) creating an environment where these values are consistently demonstrated and embedded in team practice.	- AUT's values are role-modelled in everyday leadership, communication, and decision-making. - Inclusion, belonging, and continuous growth are fostered within your team. - An active contribution is made to a culture that reflects AUT's values of tika, pono and aroha, and gives life to our Te Tiriti commitments through Te Aronui.
Health, Safety and Wellbeing Actively contribute to maintaining a psychologically and physically safe and healthy work environment.	- Safety leadership is visible, and all work is planned, resourced, and carried out safely. - Staff are inducted, trained, competent, and well supported, with ongoing capability development and regular wellbeing check-ins maintaining preparedness and role clarity. - Risks are proactively identified, assessed and controlled, with corrective actions from incidents, hazards, and audits completed and embedded into practice. - Consults, cooperates, and coordinates effectively with staff, other leaders, contractors, and stakeholders on all health, safety, and wellbeing matters - Emergency readiness is maintained, and the team consistently meets the requirements of AUT's Health & Safety Management System.

This document covers the broad results expected from the position and will form the basis of specific objectives to be agreed and reviewed on a regular basis.

TE HOROPAKI WHAKAHAERE | ORGANISATIONAL CONTEXT

As per Delegated Authorities

Roles reporting directly to the Vice Chancellor; Deputy Vice Chancellor, Executive Deans, Assistant Vice Chancellors, Pro Vice Chancellors	Tier 1
Senior Managers, including Deputy and Associate Deans, Heads of Schools, Group Directors, Directors	Tier 2
Managers including Directors, School Managers, Directors of Institutes/Research Centres	Tier 3
This Role	Tier 2

Description

The Head of School role sits within a Faculty, and has responsibility for leadership and management of the staff and resources of the School.

UAUATANGA | COMPLEXITY

The Head of School leadership role requires effective use of a combination of skills, including management, strategic planning, conflict resolution, influencing and sound judgement in order to achieve expected outcomes. Decisions taken may impact significantly on staff and student satisfaction and retention, and on external stakeholder opinion of quality and relevance of teaching, curriculum, research and engagement. Relationships with relevant stakeholders need to be developed to promote excellence and support academic programs, the wider student experience, and research objectives.

MANA WHAKAHAERE | AUTHORITIES

Delegations/Contractual

Delegations as per policy

Staff

Academic and professional staff of the School, and visitors and contractors

Financial

Management and allocation of School budget

NGĀ WHAKARITENGA TANGATA | PERSON SPECIFICATION

MANDATORY		DESIRABLE	
FORMAL QUALIFICATIONS			
PhD or other doctoral qualification in a relevant discipline		- Status of Associate or full Professor - Leadership qualification or prior professional development in leadership	
KNOWLEDGE & EXPERIENCE			
- Demonstrated successful experience in academic leadership and management - Significant professional standing in areas relevant to the School - Sound knowledge of tertiary education in New Zealand - Strong relationship skills, including the ability to gain the confidence and co-operation of diverse colleagues - Knowledge and successful experience in financial and people management - Ability to think critically and respond creatively in a challenging and dynamic environment - Demonstrable commitment to upholding Te Tiriti o Waitangi - Knowledge and practice in the principles of equity and diversity		- Recognised contribution to the relevant discipline beyond the University - Recognised contribution to pedagogical and educational developments - Demonstrated success in attracting external research funding and in completing successful grant applications as a lead applicant - Demonstrated success in attracting and supervising high-quality postgraduate research students to completion as primary supervisor - Previous experience in leadership roles within a university - Competency in te reo Māori me ōna tikanga	
SKILLS			
- Outstanding leadership skills - Ability to positively influence - Ability to delegate, coach and consult - Strong communication and listening skills, empathy and diplomacy - Strategic thinking - Resilience - Highly developed relationship-building skills - Strong organizational and coordination skills - Excellent written and oral communication - Excellent problem-solving skills			
ATTRIBUTES			
- Commitment to continuous improvement and ongoing development of teaching and research capability of self and others - Approachable and supportive personality - Conscientious and responsive - Professional and personal integrity - Creative and flexible - Assertive, courageous and open-minded			